Understanding the Graduation Rate Indicator in the ESSA School Index

Webinar March 1, 2018

ESSA Requirement for Statewide Accountability Systems

- Graduation Rate is a Required Indicator for High Schools §1111(c)(4)(A)(i)(I)(bb), §1111(c)(4)(B)(iii)(I-II), §1111(c)(4)(C)(i)
- (bb) high school graduation rates, including—
  - (AA) the four-year adjusted cohort graduation rate; and
  - (BB) at the State's discretion, the extended-year adjusted cohort graduation rate
- Arkansas elected and was approved to use a five-year Adjusted Cohort Graduation Rate

What is the Adjusted Cohort Graduation Rate (ACGR)?

The ACGR is defined by USDE in official guidance to ensure comparability across states.

- https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf

Definition: The four-year ACGR is the number of students who graduate from high school in four years with a regular high school diploma… divided by the number of students who form the adjusted cohort for the graduating class (*Question A-1, page 4, USDE Guidance*).

What is a Cohort?

- **Cohort:** A group of students who share a common starting point.
  - The number of students who enter grade 9 for the first time.*
  - Why first-time ninth graders?
    - "Cohort-based graduation rates are most accurate if each student is assigned to a single cohort formed when the student enters grade 9 for the first time. A single cohort assignment for each student ensures that each student is counted once, and only once, in a four-year ACGR."
  - *(Questions A-2 and A-3 of USDE Guidance)*

*Additional guidance for Grades 10-12 and 11-12 high schools.

EVERY STUDENT SUCCEEDS ACT
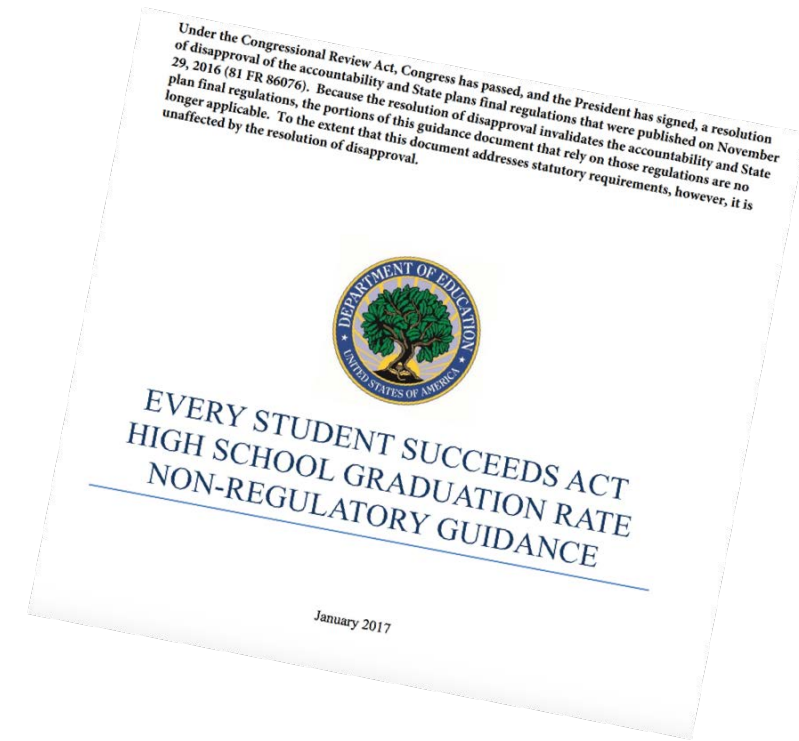HIGH SCHOOL GRADUATION RATE
NON-REGULATORY GUIDANCE

January 2017

How must a state define subgroup membership?

- Question A-4, page 9, USDE Guidance

- *§ 200.30(f)(1)(iii)), a State must count a student in his or her respective subgroup cohort(s) for the ACGR for each subgroup the student was a part of at any time during the cohort period. (34 C.F.R. § 200.34(e)(2)).*

- This is a change from prior USDE Guidance

What is an adjusted cohort?

- **Adjusted:** The cohort is adjusted—this specific group of students may change over the time period from entry in grade 9 through the next four years (or five years for the five-year ACGR).
  - The **cohort is *adjusted* by adding** into the cohort any student who transfers in later during grade 9 or during the next three school years; and
  - The **cohort is *adjusted* by removing** any student from the cohort who transfers out*, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

USDE Guidance provides details for transfers in and transfers out.

Graduation Rate is a Lagged Indicator

- Lagged means the **prior year graduation rate is used for accountability** for the current year.
  - Some students complete their high school diploma during the summer term following their senior year.
  - Using the a lagged graduation rate allows schools to get credit for graduates who complete their diploma requirements during the summer term. *Question A-5 in USDE Guidance*
- Which graduation rates are used in the 2017 ESSA School Index Score?
  - 2016 four-year ACGR
  - 2016 five-year ACGR

Which students are in the four- and five-year adjusted cohorts for the Adjusted Cohort Graduation Rate (ACGR) in 2016?
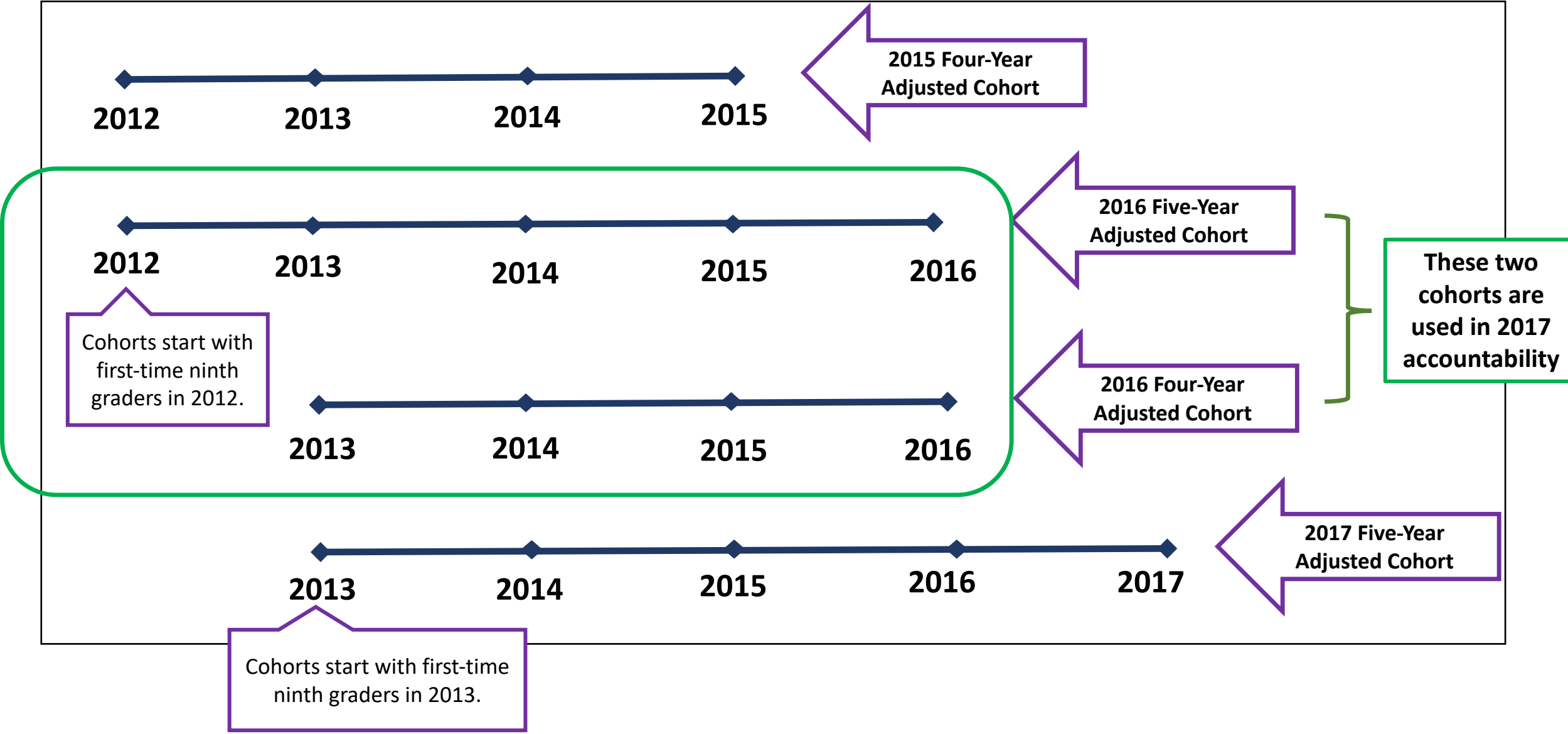
Details on the Calculations

Calculations are determined by the USDE Guidance document.

2017 Business Rules Explain Calculations

- http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/informational-documents

- First-time ninth graders are expected to graduate within four years. A student will be identified for an adjusted cohort group by the year the student is first enrolled as a ninth grade student.
  - Cohorts defined for Grades 10-12 and Grades 11-12 schools separately.

- Early graduates will be ***credited to the four-year adjusted cohort*** in which the ***student enrolled as a first time ninth grader***.
  - The early graduate's information is banked until his/her cohort completes four years of high school. *(Question A-6, page 10, USDE Guidance; ESEA section 8101(25)(A)(ii); 34 C.F.R. § 200.34(c)(1)).*

2017 Business Rules

Determining 4-year cohort graduation rate	$$\frac{\text{\# actual graduates (as reported in Cycle 9 Graduates table)}}{\text{\# initial cohort} + \text{\# ontime transfers in} - \text{\# of students who transfer out of cohort}}$$

Actual Graduates = Number of cohort members who earned a regular high school diploma by the end of the school year four years after the year the cohort was established.

For example, first time ninth graders in the 2012-2013 school year will be expected to graduate in the 2015-2016 school year. If a student who is a first time ninth grader in the 2012-2013 school year graduates in the 2015-2016 school year, and is included in the Cycle 9 graduates table submitted by the school district, the student will be counted in the number of actual graduates.

Initial Cohort = Number of first-time grade 9 students in fall of cohort starting year (starting cohort). If a school is configured as a Grades 10-12 or 11-12 high school, the Initial Cohort is the first time Grade 10 and first time Grade 11 students, respectively.

How is it different for Grades 10-12 and 11-12 High Schools? *Question A-8 of USDE Guidance*

The ACGR is calculated only for the grades included in a high school.

- A student enters the Cohort as a first time 10th grader in a high school that is 10-12.
- A student enters the Cohort as a first time 11th grader in a high school that is 11-12.

	High School Configuration	Y0 2012	Y1 2013	Y2 2014	Y3 2015	Y4 2016	Y5 2017	School Exp Grad	Example
First-time-09th-grader in 2013	9 - 12	08	09	10	11	12		2016	Expected progression for 2016 graduates in Gr. 9-12 HS
First-time-10th-grader in 2014	10 - 12	09	09	10	11	12		2016	Repeats 9th grade but still first time 10th grader for Gr. 10-12 HS
First-time-11th-grader in 2015	11 - 12	09	10	10	11	12		2016	Repeats 10th grade but still first time 11th grader for Gr. 11-12 HS
First-time-11th-grader in 2015	11 - 12	09	09	10	11	12		2016	Repeats 9th grade but still first time 11th grader for Gr. 11-12 HS

Adjusting the Cohort (*Section B USDE Guidance*)

- Very specific guidance for what constitutes removal of student from his/her cohort
  - "Only a student who transfers out and enrolls in another high school or in an educational program (including a program in a prison or juvenile facility) from which the student is expected to receive a regular high school diploma or State-defined alternate diploma that meets the requirements described in question A-16, emigrates to another country, or dies may be removed from a high school's or LEA's cohort.
- Thus, not all drop/withdrawal codes in eSCHOOL & SIS constitute a transfer out that results in removal from the cohort.

Adjusting the Cohort—Transfers Out (*ADE 2017 Business Rules*)

- Students are removed from a school's cohort if the student:
- Transfers out;
    - An on-time student enrolled in another school in Arkansas *(SIS withdrawal code = 1 and student enrolls as on-time for his/her cohort in the school to which he/she transfers*);
    - Enrolled in a home school (SIS withdrawal code = 17)
    - Enrolled in a private school (SIS withdrawal code = 16)
    - Enrolled in a school in another state or emigrates to another country (SIS withdrawal code = 18)
- Dies during that same period (SIS withdrawal code = 3).
- Beginning in 2018, students who transfer to a juvenile facility and are expected to complete a regular high school diploma (SIS withdrawal code = 2); or home schooled students enrolled under Resident Codes 1, 2, or 4 will be removed from the cohort if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.

Adjusting the Cohort—Transfers in (*Section B USDE Guidance*)

- A transfer into a cohort occurs when a student enrolls in a high school after the beginning of the cohort's first year in high school, up to and including in grade 12.

- A transfer out of a cohort occurs when a student leaves a high school and enrolls in another high school or in an educational program from which the student is expected to receive a regular high school diploma… A State *may not count as a transfer a student who:*

  - *is retained in grade* (not on time for expected grade),

  - *enrolls in a general equivalency diploma program*,

  - is *transferred to a prison or juvenile facility that does not provide* (or from which the student is not expected to receive) *a regular high school diploma*,

  - or *leaves high school for any other reason in the four-year or extended-year graduation rate*; such students must remain in the adjusted cohort (i.e., must be included in the denominator of the graduation rate for that cohort). (ESEA section 8101(23)(C) and (25)(C); 34 C.F.R. § 200.34(b)(2)-(3)).

Adjusting the Cohort--Transfers (*ADE 2017 Business Rules*)

- Start by ***defining what is expected for each cohort to be on time*** for four-year graduation and then for five-year graduation.

- For schools serving at least Grades 9 -12—***First time ninth graders are expected to be in grades 10, 11, and 12 consecutively*** in the three successive years of their cohort.
  - Caveat—some students fall behind, catch up, accelerate, fall behind again, etc. and still are expected to finish in four years for the four-year ACGR (five years for five-year ACGR)

- For Grades 10-12 schools—***first time Grade 10 students are expected to progress to grades 11 and 12 in the successive two years.***

- For Grades 11-12 schools—***first time Grade 11 students are expected to progress to Grade 12 in their second year*** in the cohort.

Adjusting the Cohort--Transfers (*ADE 2017 Business Rules*)

- Certified data from Cycles 2 – 7 are used to adjust the cohort for transfers in, transfers out, removals.
  - This work is done in retrospect—look backwards at four years of data for the four-year ACGR and five years of data for the five-year ACGR.
  - ***Student movement between schools and among grade levels (back AND forth) are captured in the Cycle 2 – 7 student data tables.***
  - This allows for a history of students' **entry** into the cohort, and **any activity related to grade level changes, transfers in, and/or transfers out**.

Captures impact of annual movement.

	High School Configuration	Y0	Y1	Y2	Y3	Y4	Y5	School Exp Grad	Example
		2012	2013	2014	2015	2016	2017		
First-time-09th-grader in 2013	9 - 12	08	09	10	11	12		2016	Expected progression for 2016 graduates in Gr. 9-12 HS
First-time-10th-grader in 2014	10 - 12	09	09	10	11	12		2016	Repeats 9th grade but still first time 10th grader for Gr. 10-12 HS
First-time-11th-grader in 2015	11 - 12	09	10	10	11	12		2016	Repeats 10th grade but still first time 11th grader for Gr. 11-12 HS
First-time-11th-grader in 2015	11 - 12	09	09	10	11	12		2016	Repeats 9th grade but still first time 11th grader for Gr. 11-12 HS

Cycles 2 – 7 capture more than annual grade level movement.

- Grade level of the student in each cycle is used to determine if a student transfers in 'on-time'. ***A student can fall behind and catch up within the same year or across multiple years.***

- If a student transfers into a school and appears to have repeated a grade, based on grade level in initial cohort and expected grade level at transfer in, ***then the student is no longer on-time and is not added to the school's cohort to which the student transfers.***

  - Instead, the student is retained in the cohort of the school in which the student was last on-time as indicated by whether the grade level of the student meets or exceeds the expected grade-level.

- If a student repeats a grade or falls behind within the same school year ***and later catches up, and that student transfers into another school at the grade level expected based on the student's entry into the new school, then the student is removed from the former cohort and added to the transfer school's cohort as an on-time transfer.***

- ***Refer to the explanation in Question B-3, Page 16, USDE Guidance***

Adjusting the Cohort--Transfers (*ADE 2017 Business Rules*)

- Cycles 2 – 7 capture movement of students across schools and among grade levels within the school year.

- When a student transfers to another school in Arkansas
  - The School LEA assigned to the student in the adjusted cohort is **the School LEA where the student was last on-time based on grade level and expected progression from entry in the cohort** through graduation.

- If a student falls behind as indicated by retained in grade level the student remains in that cohort for the School LEA where the student fell behind.
  - If the student transfers to another school and that school enters the student in a grade level that is less than expected by student's entry in cohort, that student is considered retained. The student remains in the cohort of the prior school until the student catches up or graduates.

Examples:

- ***Grade level of the student in each cycle is used to determine if a student transfers in 'on-time'.***
  - A student can fall behind and catch up within the same year or across multiple years.
- If a student ***transfers into a school and appears to have repeated a grade***, based on grade level in initial cohort and expected grade level at transfer in, then the student is no longer on-time and ***is not added to the school's cohort to which the student transfers.***
  - Instead, the ***student is retained in the school cohort in which the student was last on-time*** as indicated by whether the grade level of the student meets or exceeds the expected grade-level.
- If a student repeats a grade or ***falls behind within the same school year and later catches up, and that student transfers into another school at the grade level expected based*** on the student's entry into the new school, then the ***student is removed from the former cohort and added to the transfer school's cohort as an on-time transfer.***

Adjusting the Cohort

School A

School B

School C

Student 5 completes typical number of classes to earn 5.5 credits

Student 5 transfers to School B. School B require students have at least 5 credits at end of Grade 9 to enter as a Grade 10 student. Student 5 is classified as grade 10 at School CB Student 5 is removed from cohort at school A and added to cohort at School B
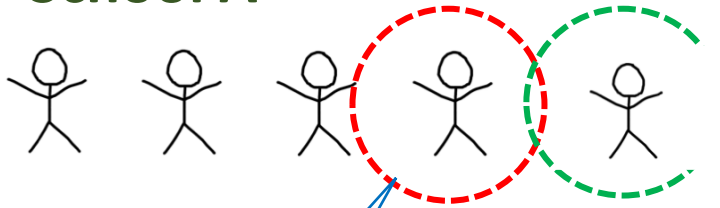
Student 4 fails algebra 1 and physical science Earns 3.5 credits

Student 4 transfers to School C. School C require students have at least 4 credits at end of Grade 9 to enter as a Grade 10 student. Student 4 is classified as grade 9 at School C. Student 4 remains in School A's cohort where he was last on time.
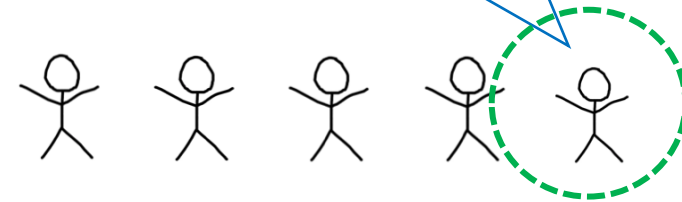
New in ESSA

- In the case of a high school student who *has not attended the same school within a local educational agency for at least half of a school year* and *has exited high school without a regular high school diploma and without transferring to another high school that grants a regular high school diploma during such school year*, such student will be *assigned to the high school in which the student was most recently enrolled.*

- 20 U.S.C. § 6311(c)(4)(F)(ii)(II) as amended by Sec. 1111 of the Every Student Succeeds Act (2015).

See USDE Guidance sections B-11 through B-17 for documentation requirements for adjusting a cohort

https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf

To Review: Expected Graduates in Cohort

- For the adjusted cohort for each year:
- Students will be identified for an adjusted cohort group by the year the student is first enrolled as a ninth grade student.
  - Gr. 10-12 schools use first time tenth graders.
  - Gr. 11-12 schools use first time eleventh graders.
- A student that transfers from one high school to another will be assigned to the adjusted cohort of the school where the student was last enrolled on-time to graduate.
  - Therefore, if a student leaves School A and enrolls on-time at another high school (School B), the student would be assigned to School B's cohort group and be included in the graduation rate for School B.
- Students with allowable withdrawal codes will be removed from the cohort.
  - LEAs are responsible for the required paperwork supporting the withdrawal codes.

What about the actual graduates? From which cycle does the list of actual graduates get pulled?

- The Cycle 9 graduate tables are used to determine whether a student graduated. It is important to ensure high quality data in the graduates table.

- Students included in the Cycle 9 graduates table for their expected cohort year are used as the numerator for the ACGR for the year being processed.
  - For example, students in 2015-2016 Cycle 9 Graduates Table are used for the 2016 four-year ACGR.
  - Students in the 2014-2015 and 2015-2016 Cycle 9 Graduates Tables are used for the 2016 five-year ACGR.

USDE Guidance Appendix A: Sample Calculation Four-Year ACGR

ATTACHMENT A

Calculating the four-year ACGR for the cohort of first-time grade 9 students formed in the 2017-2018 school year (SY) in a State without a State-defined alternate diploma

SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021	
First-time grade 9 students:	100	Adjusted SY 17-18 grade 9 cohort:	98	Adjusted SY 17-18 grade 9 cohort:	99	Adjusted SY 17-18 grade 9 cohort:	100
Dropouts:	5	Dropouts:	6	Dropouts:	7	Dropouts:	2
Transfers out:	10	Transfers out:	4	Transfers out:	5	Transfers out:	4
Transfers in:	8	Transfers in:	5	Transfers in:	6	Transfers in:	3
Died:	0	Died:	0	Died:	0	Died:	1
Emigrated:	0	Emigrated:	0	Emigrated:	0	Emigrated:	1
Earned regular HS diploma:	0	Earned regular HS diploma:	0	Earned regular HS diploma:	3	Earned regular HS diploma:	71
Cohort at end of SY 17-18:	**98** (100-10+8)	Cohort at end of SY 18-19:	**99** (98-4+5)	Cohort at end of SY 19-20:	**100** (99-5+6)	Cohort at end of SY 20-21:	**97** (100-4+3-1-1)
Four-year ACGR:	NA	Four-year ACGR:	NA	Four-year ACGR:	NA	Four-year ACGR:	**76.2887%** ((3+71)/97*100)

Notes:

The cohort size is adjusted at the end of each year by accounting for the number of students who transfer into or out of the cohort and students who die or emigrate.

The cohort size is NOT adjusted at the end of each year by accounting for the number of students who drop out of school.

USDE Guidance Appendix C: Sample Calculation Five-Year ACGR

ATTACHMENT C

Calculating the five-year ACGR for the cohort of first-time grade 9 students formed in the 2017-2018 school year (SY) in a State without a State-defined alternate diploma

SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021		SY 2021-2022	
First-time grade 9 students:	100	Adjusted SY 17-18 grade 9 cohort:	98	Adjusted SY 17-18 grade 9 cohort:	99	Adjusted SY 17-18 grade 9 cohort:	100	Adjusted SY 17-18 grade 9 cohort:	97
Dropouts:	5	Dropouts:	6	Dropouts:	7	Dropouts:	2	Dropouts:	8
Transfers out:	10	Transfers out:	4	Transfers out:	5	Transfers out:	4	Transfers out:	3
Transfers in:	8	Transfers in:	5	Transfers in:	6	Transfers in:	3	Transfers in:	2
Died:	0	Died:	0	Died:	0	Died:	1	Died:	0
Emigrated:	0	Emigrated:	0	Emigrated:	0	Emigrated:	1	Emigrated:	0
Earned regular HS diploma:	0	Earned regular HS diploma:	0	Earned regular HS diploma:	3	Earned regular HS diploma:	71	Earned regular HS diploma:	6
Cohort at end of SY 17-18:	**98** (100-10+8)	Cohort at end of SY 18-19:	**99** (98-4+5)	Cohort at end of SY 19-20:	**100** (99-5+6)	Cohort at end of SY 20-21:	**97** (100-4+3-1-1)	Cohort at end of SY 21-22:	**96** (97-3+2)
Four-year ACGR:	NA	Four-year ACGR:	NA	Four-year ACGR:	NA	Four-year ACGR:	**76.2887%** ((3+71)/97*100)	Four-year ACGR:	**76.2887%** ((3+71)/97*100)
Five-year ACGR:	NA	Five-year ACGR:	NA	Five-year ACGR:	NA	Five-year ACGR:	NA	Five-year ACGR:	**83.3333%** ((3+71+6)/96*100)

Notes:

The cohort size is adjusted at the end of each year by accounting for the number of students who transfer into or out of the cohort and students who die or emigrate.

The cohort size is NOT adjusted at the end of each year by accounting for the number of students who drop out of school.

The four-year ACGR remains unchanged in the cohort's fifth year.

Lessons Learned from the Data
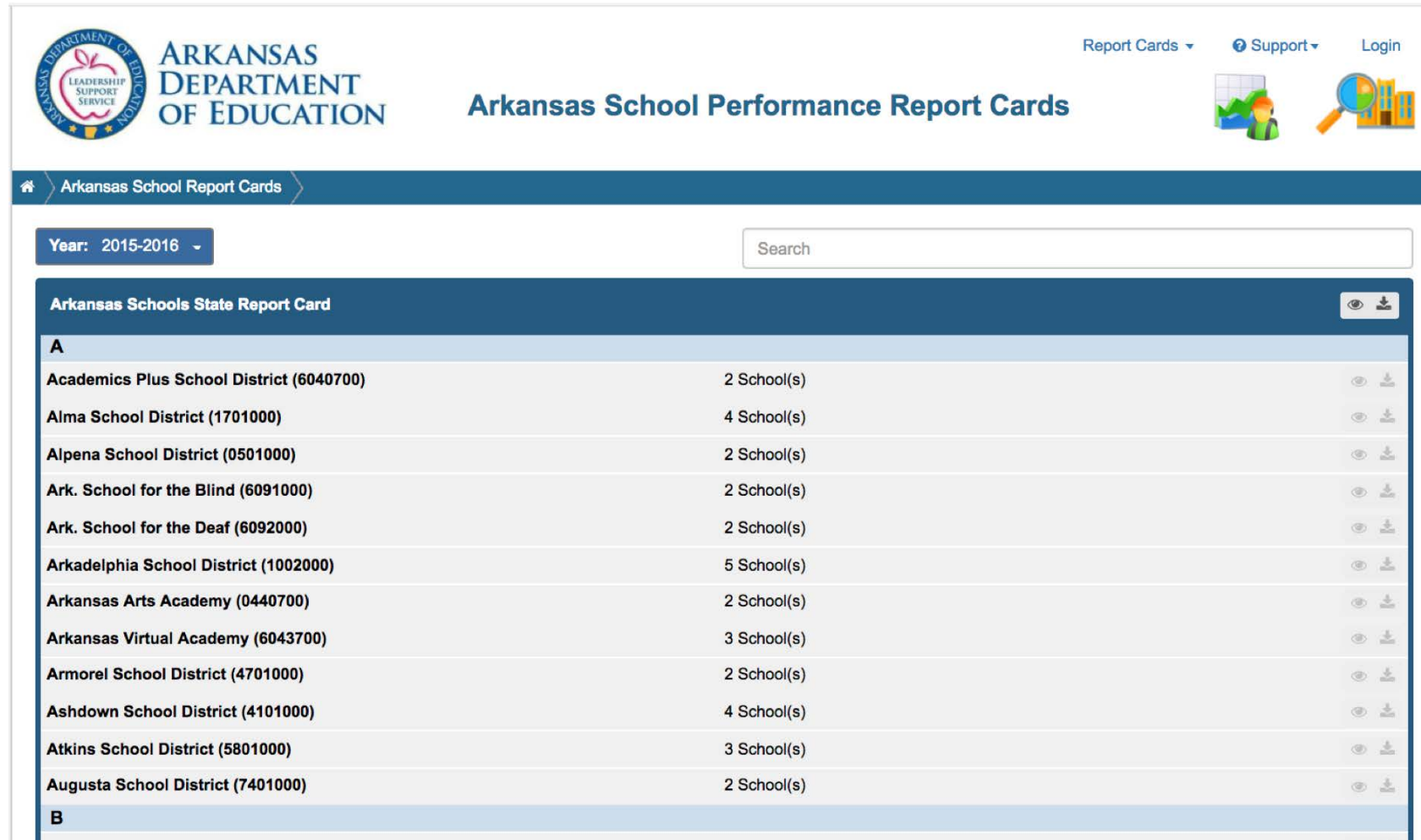
- Some schools submitted early graduates in the year prior to their true cohort graduation year. This resulted in students counting as graduates twice!
  - Incidences of early graduates submitted for an earlier cohort will be identified and not approved.
  - These students will be included in their proper cohort year.
  - Early graduates will be credited to the four-year adjusted cohort group based on the year the student enrolled as a ninth grade student. Please code these students properly as early graduates and do not submit them as graduates during corrections.
- Data quality for your certified cycle submissions is very important!!

How is the 2016 four- & five-year ACGR used in accountability?

- The 2016 four- & five-year ACGRs will be used in
  - 2017 ESSA School Index Score—pending—early March
  - 2017 School Recognition—pending—possibly late March
  - 2017 School Ratings—released by April 15, 2018

Where is the 2016 four-year ACGR published?

- The school-level four-year ACGR was posted in the ADE School Report Card published April 2017.
- https://adesrc.ark ansas.gov/

Has the 2016 five-year ACGR been published?

- The 2016 five-year ACGR has been published privately to schools in the ESSA School Index Reports

- https://adedata.arkansas.gov/arc/prereports/
    - Overview Report
    - Graduation Rate Report

The ESSA reports are private and include counts of students less than 10. These are for private review and not for publication.
Your TRIAND Username and Password are required to retrieve the reports

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<div style="border:1px solid #e0a0a0; background:#f8d7da; padding:8px; text-align:center;">You must login to view the page you requested.</div>

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Login with your ADE Account

Employees of the Arkansas Department of Education can use their ADE network login, such as ADE\jdoe.

The Overview and Graduation Reports are in the Report Type Dropdown Menu

Two locations for the five-year ACGR
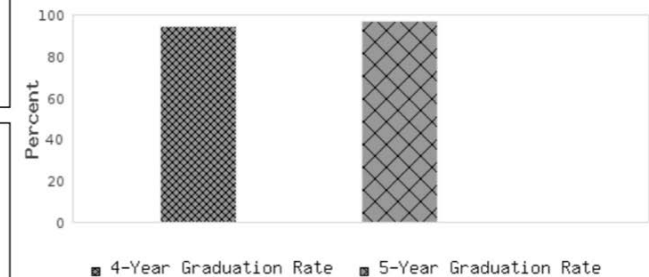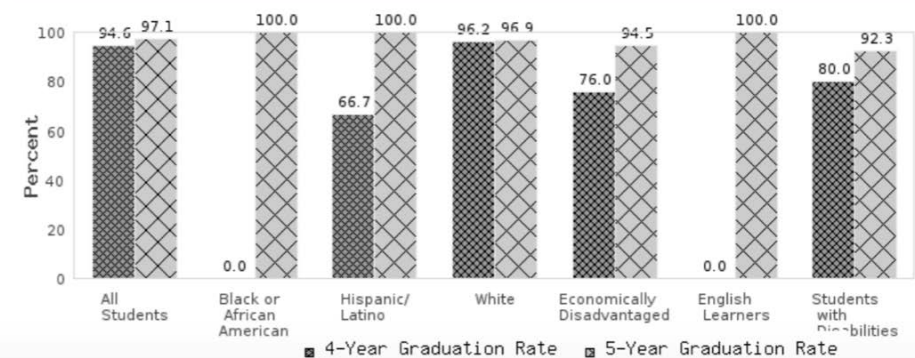
Updates to 2016 five-year ACGR

- After initial reports were published and reviewed—change made to five-year ACGR to capture corrections posted to the 2015 four-year ACGR student table.
  - If a school had **equal or higher 2016 five-year ACGR compared to 2015 four-year ACGR** then the **2016 five-year ACGR is includ**ed at 5% weight in the Graduation Rate Indicator for ESSA School Index.
  - If a school had **lower 2016 five-year ACGR compared to 2015 four-year ACGR** then the **2015 four-year ACGR is** included in the Graduation Rate Indicator for ESSA School Index.
  - **Rationale**—five-year ACGR was not included in corrections in 2016, therefore apply the above rules to give schools benefit of doubt.

Special Cases: Low N in ACGR

If a school has fewer than 15 students in the expected graduates of the 4-year adjusted cohort then a three-year weighted average of the 4 Yr. Adjusted Cohort Graduation Rates is calculated using the following formula.

$$\frac{3Yr.Weighted\ Ave.}{ACGR\ for\ 2016} = \frac{\#\ in\ 2014\ Cohort\ (ACGR14) + \#\ in\ 2015\ Cohort\ (ACGR15) + \#\ in\ 2016\ Cohort\ (ACGR16)}{\#\ in\ 2014\ Cohort + \#\ in\ 2015\ Cohort + \#\ in\ 2016\ Cohort}$$

EXAMPLE

$$\frac{3Yr.Weighted\ Average}{ACGR\ for\ 2016} = \frac{15\ in\ 2014\ Cohort\ (89.00) + 11\ in\ 2015\ Cohort\ (95.00) + 7\ in\ 2016\ Cohort\ (100.00)}{15\ in\ 2014\ Cohort + 11\ in\ 2015\ Cohort + 7in\ 2016\ Cohort}$$

$$3Yr.Weighted\ Average\ ACGR\ for\ 2016 = \frac{1335 + 1045 + 700}{33}$$

$$3Yr.Weighted\ Average\ ACGR\ for\ 2016 = \frac{3080}{33}$$

$$3Yr.Weighted\ Average\ ACGR\ for\ 2016 = 93.33$$

Extended Year Cohort: Five-Year ACGR

$$\frac{\text{\# actual graduates in 4 years} + \text{\# actual graduates in 5th year}}{\text{\# initial cohort} + \text{\# on} - \text{time transfers in} - \text{\# of students who transfer out of cohort}}$$

The five-year adjusted cohort graduation rate used in the ESSA School Index is a different cohort of students than the cohort of students in the four-year adjusted cohort graduation rate used in the same ESSA School Index calculation.

> For example, the 2017 ESSA School Index uses the 2016 four-year adjusted cohort graduation rate. Students in this four-year rate were first time Grade 9 students in the 2012-2013 school year. Students in the five-year rate were first time Grade 9 students in the 2011-2012 school year. They were expected to graduate in 2014-2015. However, they did not graduate on-time. These students would be counted as actual graduates in 5 years if they graduate in the 2015-2016 school year.

Actual Graduates = Number of cohort members who earned a regular high school diploma by the end of the expected four years plus number of cohort members who earned a regular high school diploma in the fifth year (one year beyond the expected graduation year).

NOTE: for the five-year adjusted cohort rate, students who failed to graduate in their expected four years are treated as expected to be in grade 12 in their fifth year for the purposes of adjusting the five-year cohort.

Where do the ACGR fit in ESSA Index Scores?

**Indicator #4
Cohort Graduation Rate**

Component	Weight of Indicator within Index Grades K – 5 & 6 - 8		Weight of Indicator within Index High Schools
Weighted Achievement Indicator	35%	Weighted Achievement and Academic Growth	70% total with Weighted Achievement accounting for half (35%) and School Growth Score accounting for half (35%)
Growth Indicator Academic Growth English Language Progress	50%		
Progress to English Language Proficiency*	Weight of indicator in School Value-Added Growth Score is proportionate to number of English Learners	Progress to English Language Proficiency*	Weight of indicator in School Value-Added Growth Score is proportionate to number of English Learners
Graduation Rate Indicator 4-Year Adjusted Cohort Rate 5-Year Adjusted Cohort Rate	NA		15% total 4-Yr = 10% 5-Yr = 5%
School Quality and Student Success Indicator	15%		15%

Fake High School
ESSA School Index

Indicator	Indicator Score	Weight	Points
Weighted Achievement	61.47	.35	21.51
Value-Added Growth	82.22	.35	28.78
School Quality and Student Success (SQSS)	57.05	.15	8.56
4-Year Graduation Rate	94.64	.10	9.46
5-Year Graduation Rate	97.09	.05	4.85
Overall ESSA Index Score			73.17

Questions?

- Look for the FAQ and other Informational Documents at

http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/informational-documents